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the Lantern

Lesley College

NOVEMBER 20, 1969

VOL. XXI NO. 4

Peace Corps / Degree Program Expanded

November 1, 1969

The officials of the Peace Corps and the State University of New York College at Brockport anuounced completion of arrangements for continuing and extending the unique Peace Corps/College Degree Program to admit a fourth group of candidates in June, 1970. The members of the first contingent completing the fifteen-month program which combines the upper division under-graduate education with Peace Corps preparation are now serving on bi-national educational development teams in the Dominican Republic; the second group is now serving in similar assignments in Peru and Honduras; the third group is now in the academic year phase of this joint project and is slated for everseas assignment in Latin America in August, 1970.

The candidates will be selected from the ranks of students in good standing at an accredited college who are completing their sophomore or junior year by June, 1970. Those selected will be able to earn an A.B. or B.S. degree and be eligible for a Peace Corps assignment in one academic year flanked by two summers of fully subsidized and integrated academic courses and Peace Corps training. They are expected to major in mathematics or the sciences; those who have completed their junior year prior to entrance into the program have the opportunity for a double-major.

At the end of the second summer armed with the degree, a teaching license, in depth cross cultural preparation and fluency in Spanish the graduates as Peace Corps Volunteers will be off on their Latin American assignment. As members of the staffs of teaching training institutions and/or consultants to secondary teachers of mathematics or science, they are important participants in the educational development efforts of their host countries, they have the opportunity to earn up to twelve semester hours graduate credit.

Peace Corps and college officials pointed out the several features which make this joint program unique including: academic credit for Peace Corps training, two fully subsidized summer sessions totaling thirty semester credit hours, in-depth Peace Corps training synchronized with the liberal arts and specialized professional preparation, individualized programming, opportunity for double majors and supervised overseas graduate work.

"This integrated program is based on our two-fold conviction: (1) to combine the college and Peace Corps experiences is to make both more relevant and meaningful and the personal product more valuable (2) to provide much needed skilled specialists—mathematics and science teachers—as Peace Corps volunteers in Latin America is to make a significant contribution to all concerned," said President Albert Warren Brown, of the State University College at Brockport in announcing the extension of this unique partnership.

Big Things Happen in May

By Joanne Gloth

Though few people realize it, the Lesleyan staff has been busy preparing what we hope shall be the finest yearbook yet. You've probably seen our photographer roaming around the campus and dorms. He may have even caught you by surprise. We've also been busy getting ads, working on policies for future years, and of course organizing our ideas.

We have posted notices and we need and want your help. Beside giving of yourself, you can help us by giving us ads from the clubs, dorms, or class that you may be in.

We're planning big things but must keep you in suspense . . . May will be here before we all realize it!

The Human Side

By Paul Luchini

The Human Relations Council is a student-faculty organization including Dr. Leslie Oliver (Chairman), James Slattery, Lucy Ulman, Robert Lewis, Paul Luchini, Leslie Orton, Roberta Craftin (Co-Chairman), Ellie Harrison, Gayle MacSweeney, Dana Reid, Jill Sonneborn, Mary Metcalf (Co-Chairman), Barbara Oxman, Edie Nagle, Sharon Wasserman, Helaine Klein, Pamela Savage, Sherry Natkow, and Mrs. George Rabb.

During the 1969-70 school year, the council is offering a series of eight weekend human relations (T-Group or sensitivity) conferences held off campus at Rolling Ridge in N. Andover, Mass. Six of these conferences are open to the Lesley undergraduate body and other members of the Lesley Community as well as a few selected non-Lesley persons. One conference was a Student Government Council weekend including members of the Executive Board, and one is to be a black-white weekend. Each conference is conducted under the skilled guidance for an individual who is trained and experienced in techniques and applications of group dynamics. The trainers for the council weekends are: Stewart Langton for the six open weekends, Lucy Ulman, and James Slatteery for the S.G.C. weekends, Lucy and Jack Jones for the black-white weekend. The purposes of these conferences may be briefly stated as emphasizing learning about group interaction, group dynamics and how each individual influences and responds to others.

Several possibilities for innovative future weekends are being discussed. These ideas include weekends for parents-students, co-operating teachers-students, confrontation, and problem solving.

See Dick, See Dick Fail

By S. Stubenhaus

On Monday night, November 10, Paul Fideler spoke in White Hall Lounge in opposition to President Nixon's Vietnam Policy Speech of November 5th. His purpose was to "give more perspective" to the situation and to what President Nixon said as shown in the following excerpts from "Fideler versus Nixon."

". . . I wonder if there's any significance to the fact that my opponent did not show up tonight! . . . Anything is better than the silent majority . . . The was has been sold with a series of images and key phrases which can bring on a very predictable response from the American public . . . such phrases as 'Communist takeover' or 'Communist aggression' . . . bring out great horror in Americans . . . 'We must stand by our friends who are committed to free elections' such phrases bring out very favorable responses in Americans . . . Thus if the Vietnamese War is set in terms of such phrases there could be a very predictbale response from the American people . . . Some people are more sophisticated and have begun to object to the policy . . . We can compare an imagined American Civil War with the Vietnamese War, making the whole plot similar to what has or is happening in Vietnam . . . Nixon intoned that we stepped in to protect a loyal, just state from unprovoked, unexplained outside aggression . . . If that was the case, then there should be no reason for the President to worm his way out of the war . . . It could be taken to the Security Council . . . Nixon wants to end the war on the United States' terms . . . Now that we are in the war how do we end it? Nixon wants to divorce the 'hows' and 'whys' of how we got in — forget that we interferred — Then we can talk about getting out with honor — that's the fundamental consistance of his speech . . . We got in to this thing on misconceptions . . . We violated principles . . . our beliefs . . . Nixon has distorted opposition to the war . . . Those opposed are those who want the United States to face the truth . . . Nixon projects his own image on the country . . . Nixon cannot fathom a gain in honor for the United States stature . . . Nixon feels that we will be turning Vietnam over to butchers . . ."

Mr. Fideler then continued by explaining the tactics of the N.L.F. He gave statistics on the use of ammunition and concerning casualties. He quoted a letter demonstrating that our own men have turned into butchers and treat this war as a chance to 'rid the place of bastards' . . . "Nixon said the N.L.F. was not ready for negotiations . . . This is not true. The N.L.F. is willing to settle the Vietnamese problem through a 10 point proposal . . ."

The effect of television on the meaning and deliverance of Nixon's speech was also discussed. Mr. Fideler compared this speech with Nixon's speech last May.

". . . I think we should keep the pressure on him . . . I think this society should rest on reason and understanding . . . I think patriotism should rest on reason and understanding and on nothing else! . . ."

A question and answer period followed the speech.

Luchini at Lesley

By Sylvia Silberg

Paul Luchini

"Assisting students to move toward a clearer picture of themselves by way of confronting and working through those things which are important to them" is what Paul Luchini feels constitutes his position at Lesley as Assistant Dean of Students.

Paul received his Bachelor of Arts degree in philosophy from Iona College and his Masters degree in counseling from the University of Rochester and Syracuse University. Then he spent three years at the Bishop Kearney High School in Rochester, New York acting as a teacher, coach, and counselor. For the two years directly before coming to Lesley, Paul was a counselor in a government grant for technology students at Mohawk Valley Community College.

His reaction to Lesley . . . ?

"Lesley has impressed me as a fairly open community with many of its individuals sincerely striving toward their own personal growth as well as being interested in the growth of others." Lesley is fortunate to have Paul Luchini on its administrative staff.

Did You Know?

by Selena Stubenhaus

Did you know. . .?

. . .That Boris Gertz is a very busy man?

. . .That he is the head of the Graduate Department, involving 65 students, 25 full-time and 40 part-time?

. . .That there are a number of programs for graduate students, sponsored by the Newton School System—namely the Horace Mann School and the Carr School?

. . .That program I, headed by Lenore Parker, is for those Liberal Arts graduates who have decided that they would like to teach elementary grades?

. . .That there is a program III for experienced teachers?

. . .That Program III is divided into four sections for Special Ed. Majors?

III-a is for those Liberal Arts graduates who want to teach the mentally retarded.

III-b is for experienced teachers who want to teach the mentally retarded.

III-c is for persons interested in teaching the emotionally disturbed.

III-d is a program for the teaching of thise children with learning disabilities; who don't fall under the label of mentally retarded, but who are slow or unable to learn.

. . .That other special projects are. . .

1. The Trotter School Teacher Aid Training Program.

The Trotter School has replaced the old Boardman School in Roxbury. It is designed to attract both black and white students. Instead of busing black children out, it is busing white students into the school. It is the Model Demonstration Subsystem where new approaches are being tried out. Even the building in built in "pods"—integrated sections.

2. The Head Start—special training—Program.

Furthermore, did you know. . .?

. . .That one major graduate requirement is a Sensitivity Training Course. Learning in T-groups is experienced based and unstructured. A major purpose is to find personal and group strengths. Covered in this course are principles that govern group work; namely how the groups make decisions and resolve conflicts.

Did you also know that many of our faculty, Jim Carter, Lydia Tait, Avis Manno, are part of this program?

Well, if you didn't—YOU DO NOW!

LETTERS and EDITORIALS

Lesley S.D.S. Speaks

To the Editors:

S.D.S. tries hard to work in struggles that will benefit students and workers alike. This year there is an important issue at Harvard concerning painters and there is also one at Lesley concerning cafeteria workers. These are crucial in that they are plain in exposing your basic businessman. They can not be manipulated by him into deceiving the people.

Although the Moratorium has become a big thing it is not a struggle that exposes the trade of a businessman's duties. It is therefore necessary to criticize the ideas put forward in the article about the Vietnam Moratorium.

Many people have joined the Moratorium for mixed reasons. All were angry about the war but there were various ideas as to how we will solve this "mess." After the Moratorium many will still be dissatisfied. But the struggle will continue to be fruitless if we consistently direct our militancy with and against the wrong people. We should not alienate ourselves from the struggles of working people but constantly support them and struggle with other students to do the same. The article concerning the Moratorium plays with the sensitivity hang-up that so many at Lesley seem to have. Mainly that it takes a sensitive college administrator (one that knows how to screw students and workers nicely) or student to understand why the war is bad. This is bullshit — of course.

People opposed to the Moratorium understand the evils of war probably better than most of us ever will — but what they cannot understand is the appeal to "nice politicians" to get us out of Vietnam. They know from previous experience what the "nice politicians *have done for them(higher taxes, lower wages, strike breakings with National Guard etc) and that it is impossible* "to direct the policies of older statesmen and politicians."

It does not take a college education "to understand the evil of this particular war" or any other imperialist war for that matter. But a college education does help to put such elite ideas in our heads as seeing the main problems as the PEOPLE — that population of crass, beer-drinking grains of sand, living in a waste of indentical suburban no places. This imagined "great pig-sty of TV watchers" corresponded to, what we later learned, was the working class. These were the racist, insensitive, conformist, unaesthetic, puritanical and self-righteous people we were trying to get away from by going to college. This is deadly wrong. Our best alliances are with the working class and we will then never need to appeal to "sensitive politicians" or administrators.

One does not need a Moratorium "to become more knowledgeably critical and deliberate" about the war. One needs to put into practice what one talks about in theory.

This is what SDS is attempting to do. We do this by struggling with students to support demands around which workers fight. This is happening at Harvard and ohter universities around the country.

At Harvard particularly, there is a campaign centered around the college as a racist boss. About 14 months ago, Harvard began to hire black painters regularly for the first time. (Until then, only 2 of over 40 painters had been black). But there was one big catch. Some of the black workers hired had as much as ten years previous experience as painters, and all did (and still do) exactly the same work as the other painters. But all are classified as 1st, 2nd and 3rd class "helpers", rather than painters, and paid from 43c to 86c an hour less than other painters for exactly the same work.

Harvard claims "helpers" get less because they're being trained. This is just a feeble attempt to appeal the racist lie that black workers aren't "qualified" for skilled jobs. The fact is that many were al*ready skilled before coming to the job.*

Three or four months ago, the Harvard bosses began to hire some white "helpers", too. This does not make them less racist. For example, out of 16 black workers in painting, 14 are "helpers" and only 2 are painters! Unlike the "helpers", the 4 white "helpers" hired did not have previous experience; even so, Harvard expected them to do the same work as everyone else after a few days of being "shown the ropes"----sometimes by other "helpers!"

Harvard has been hiring "painters" for a little over one year and already there are 18 "painters' helpers" for 21 painters (plus 8 crew chiefs). If this continues they will soon replace their entire maintenance crew with "helpers", doing the same work for much lower wages.

(Continued on Page 4)

Reflections

By Cathy Cote'

Last Tuesday morning at 10:23 every tree in the area disappeared. I know, because I happened to be looking out of the window at one, when it suddenly wasn't there. Since then I've been waiting, but no one has mentioned it. So I thought that perhaps it really hadn't happened, but I can't find the tree that used to be in my yard.

People going down the street had to walk around a tree growing through the sidewalk, and they still do. Except now there is no tree. Maybe some people think there is—so many of them, probably, never really saw it anyway.

But what about the rest of you; didn't **anyone** notice something peculiar happened last Tuesday? Are you afraid to say something?

Maybe it's part of a conspiracy, and everyone's too scared to get involved.

Well, Fine. If the people whose trees are missing don't care, then why should I? All that matters to me is **my** tree.

So if you have it — it's an apple tree with the initials "D. M. & L. R." carved out of it. Would you please return the glasses that are in the tree house? I can't see without them.

Diogenes

"Even if I am a pretender to wisdom that in itself is philosophy"

College should be the time in a person's life for breaking away from undesirable parts of your high school image, and other past images, in a fresh start. It is time to break forth and break out into many different activities; to try different roles, to try different "I's," to try a new life style. Freshmen might find this adjustment difficult, but as the year progresses they see the growth in themselves and can realize the hell was not in vain.

The experience of going to class and learning—or not learning—is one part of this growth. Another part is what you do when you are not in class and not studying.

It is interesting to go to a meeting of the few clubs that exist on campus. Too often the bulk of the club is freshmen. Sophomores are a distant second, and last and least, there may be one or two juniors or seniors who, for some reason, have broken the apron strings they have to the dorm and friends and boyfriend.

Why do Lesley girls die during their sophomore year? Is there something poisonous in the atmosphere of this campus?

Some girls answer that they don't have time for outside activities. They do find time, however, to knit or crochet each night, as anyone can see by watching how much the sweater or vest increases from one day to the next.

Other girls answer that this college doesn't offer enough variety of clubs. If you are interested enough in something, why not start a club? Or, suggest your activity to the experimental college.

When we graduate from Lesley College, most of our energy must be directed toward our children, our classrooms, our principals, and perhaps, a husband. This leaves little for ourselves.

Now, while we are here, is the discovery, development and affirmation of self. If you don't look, if you die, you won't discover anything. You will stagnate, like scum on a pond. You will neutralize, like a balanced acid and base. The decision to do or to sit comes from within each person.

What is it on the Lesley campus, or with Lesley girls, that makes them sit?

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Barbie-Doll Syndrome

By Margaret Jankowski

Here at Lesley it is not uncommon to know of several girls in your dorm who are dieting. May I assume that in the majority of cases, the shedding of pounds in strategic areas is not for reasons of health? In fact, we are so conditioned by advertising in magazines and on television that we think it acceptable, or even worse, mandatory, that we become "a beguiling bitch" as an advertisement for an expensive women's store states in Boston After Dark.

Why do we become susceptible to these advertisements? Why do we spend large sums of money in making ourselves desirable, in conforming to the mold? As one can see by observing in a nursery or kindergarten class, boys are expected to be physically active; they run around and display physical power in the handling of toys; while the girls, dressed up like dolls, are relegated to such passive activities as playing house, doing doll dishes, and making soap bubbles. The girls' passive behavior is cultivated by the school environment with rewards. The dual standards are reinforced further. Boys are given baseballs, footballs and told to run off and play. Girls are given dolls and cooking sets. For many young girls the Barbie Doll becomes the ideal woman. They spend hours dreaming of her boyfriend Ken and the prom. Tens of dollars are spent on Barbie's wardrobe, the treasure of which is the wedding gown. Through this sort of conditioning, marriage becomes the goal. The manufacturers have made their money in the Barbie Doll venture. Such inculcation gives us incentive to achieve our goals of becoming real, live dolls-to catch our man. We can all become real, live dolls by adhering to clothing and cosmetic fads which change almost yearly, sometimes seasonally. The manufacturers again cash in.

We are bombarded with advertisements peddling products to make us sexually desirable-hair coloring, deodorants, padded bras, girdles, and cosmetics. The newest product is vaginal spray. One advertisement for this "necessity" states, "You Don't Sleep with Teddy Bears Anymore." Have we lost the control of our bodies and our intellects ? ?

Once we catch our man and our lives are supposed to be fulfilled as housewives, we again become the target of manufacturers. Try watching television and count the number of detergent, food products and furniture polish ads you find. Television ads and programs also reinforce the women's passive role. But once we become housewives our sex appeal is not lost. One can still be attractive while cleaning the toilet, if one uses the proper cosmetics and wearing groovy clothes.

Interested in women's liberation? I would suggest writing WOMEN: A JOURNAL OF LIBERATION, 3011 Guilford Ave., Baltimore, Maryland, 21218. The Journal is intended to be of use to women engaged in struggle: the struggle for greater awareness and the struggle to change conditions. Subscribe now, four dollars for four issues including such articles as "Liberation: Abortion, Childcare, Jobs, *Self-Defense?", "Liberated Women* in History," "Why Revolutions Have Failed Women," and "The Image of Women in the Arts."

Go see **How to Make a Women,** a play dealing with two women seeking identities in society and how the role they assume are influenced by the standards society sets. Performances are at 9 p.m, Friday and Saturday nights at the Caravan Theater, 1555 Mass. Ave., Cambridge. Call 491-9579 or 868-6520.

Daddy Diogenes

One rainy evening as I was dreaming of building an ark is occurred to me that the following is a relevant topic for discussion. Some people teach, intentionally or unintentionally, as though they believe that the purpose of education is to transmit the values of their culture and to develop socially acceptable attitudes toword problems and conflicts in their students.

This statement presupposes two very questionable tenets. The first suggests that there is one set of values which represents our culture. One has only to try to define these values to find that this is not a safe assumption. We value patriotism, but only when the cause of the nation is just. We value loyalty, but only when it is directed toward what seems a "righteous" cause. We value freedom, but only when it is held within proper restraints. Even if one accepts the "ifs" suggested, one finds that there is little agreement in regard to what is just, in regard to what is righteous. In actuality, it is often true that the values held by different groups within our culture are in conflict If one thing marks this nation it is the growing lack of unanimity in the matter of values and their presentation.

". . . The development of socially acceptable attitudes towards problems and conflicts" suffers from the same syndrome. Who is to decide what is "socially acceptable" and what is not? There is no more acceptance of a standard here than there is an accepted set of values. What is socially acceptable in one group may totally be in disagreement with the mores of another.

One must further question the statement in the suggestion that the role of education is merely the vehicle by which specific values and attitudes are transmitted. Perhaps "inculcated" would be a more realistic term in this context. Transmission alone allows little room for questioning, evaluation or innovation. It assumes that the ultimate in such matters has been achieved and, therefore, cannot be improved upon. If this is the belief of "the church" as an institution and "the family" as an institution, then they have the perfect right to be agents of transmission. It may be, that for some, a set of acceptable values and attitudes have been found. However, public education, in a democracy, which must be all things to all people does not enjoy the comfort of a universal selected set of values and attitudes to be transmitted. Furthermore, it must be open to innovation and new knowledge, not controlled by a stagnant position. For if one accepts that the ultimate has been reached,

(Continued on Page 4)

Sunlight Anyone?

By Sue Nee

He was caged up —
caged like a mad bull.
He had no friends
Except
The cold touch
of steel
on the bars.

He was kept
alive
By the warm touch
of sunlight
Through the bars.

from Miracles
Bill O'Shea, age 10

Do you feel caged up? Are you getting what you want from Lesley? There is sunlight in Experimental College. It's here for you — your interests, your resources.

So what is Experimental College? Experimental College is what you want it to be, (structured, unstructured). If you want to learn about gourmet cooking, or to explore student unrest, O.K., let's get together. Learn through sharing.

Thus far there has been interest shown in the following areas; bridge, creative movement, how to psych out interviews, photograghy, poetry readings, problems in teaching, the sexual revolution, student unrest.

Sign up sheets will be in White Hall. There are many other areas that can be explored. It's up to you. Experimental College is here. Where are you?

Planning Board:
Diane DiCesare
Paul Luchini
Martha Migliori
Sue Nee
Marion Stringham
Lucy Ulman
Linn Wilson

'Blood, Sweat and Tears'

By
Blood of O'B
Sweat of Sue Nee
Tears of Joan Hermann

"The times are a changing" . . . so is S.G.C. Lesley is expanding — so is the S.G.C. executive board. In addition to the five officers of the Council, we now have the Vice-President of every class, club coordinator, publicity chairman and President of the Commuters Clubs, bringing the total to twelve members. In keeping with this, the new structure includes four representatives from the freshman and senior classes, five representatives from the sophomore and junior classes and two commuters. Another first for the S.G.C. is the reciprocal agreement that a trustee sit in on our meetings, and then we have Sherry Kritzer and Alain Zulofsky sitting in on their meetings.

Questionnaires were sent out at the end of last year enabling students to express their opinions and gripes about college life. In order to meet the interests and needs of the students, committees were formed to further develop their ideas. Among these was a guaranteed tuition plan committee headed by Magee Buso and Carla Newton. New and definite developments on what's happening with this committee will be posted at a later date.

S.G.C. is sponsoring a used-bookstore to be open for the first two weeks of each semester. Lesley students can then sell their old textbooks and buy used ones. For further details, see Selina in "Sac".

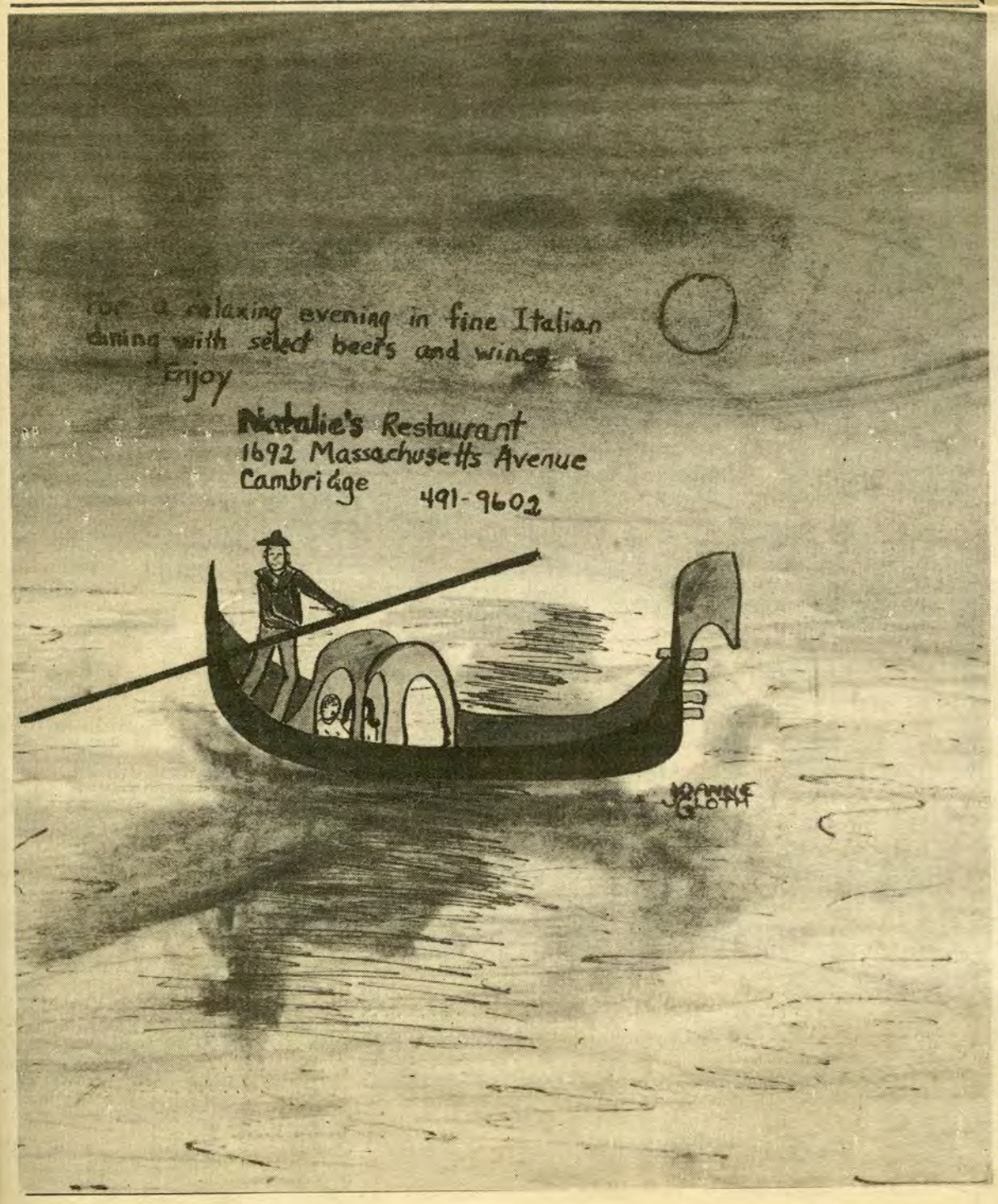
Student Government is your government — and it's changing — HOW ABOUT YOU?

Daddy Diogenes

(Continued from Page 2)

there is no room for improvement. If the ultimate has been reached, there is no imbalance which causes man to search for a better way.

The entire statement is marked by a kind of "absolutism" based upon the premise that there are "the values" and "the attitudes" which have been accepted as truth. One does not even have to be an advocate of the "shifting sands of time" view to feel that such a statement of position indicates a lack of understanding that freedom of choice is essential to the protection of what the position "values" most. The statement represents the dream of all who seek the peace of still waters. It would give reassurance to the insecure, but fuel to the dogmatic. For if this ultimate goal could be reached there would be no conflicts or problems to solve. It represents an extremely patronizing point of view of education. In truth, it leaves no room beyond for a more absolute statement, for it, in itself, is the epitome of this position. Take a close look, could this be you?



Boston Babble

By Judy Mandell

This column is designed to inform its readers about the important cultural and fun things that come up during the year.

NORTH TO THE CHARLES

The Charles Playhouse recently premiered the "Narrow Road to the Deep North"—the most recent work of the controversial English playwright Edward Bond.

Described by Martin Esslin in "Plays and Players" as "a beautiful parable play, very Brechtian in its mixture of Orientalism and moral didacticism". "Narrow road to the Deep North" is admitted by Irving Wardle to be the play which changed his previous unadmiring attitude to the work of Edward Bond, and lead him to say "Mr. Bond writes like a god" and call him "A major figure in the London Theatre."

The central figure of the play, Basho the haiku poet, is to be played by Nicholas Kepros—known to Boston audiences for his performance of the Egyptian doctor in "The Millionairess" last year at the Charles Playhouse. Through his eyes the audience is shown the triumph and fall of the dictator Shogo, played by David Spielberg. Other members of the cast are Robert Brink, Philip Gushee, James Griffiths, Peter Hadreas, Percy Harkness, Sheila Hart, Ellen Olivier, Ronald Roston, Michael Stoddard, William Trotman, and John Watson. The play is under the direction of Louis Criss.

The American premiere of "Narrow Road to the Deep North" may be seen at the Playhouse until Nov. 30. Performances are as follows: Tuesday through Friday 8:30 p.m., Saturday at 5 and 9, Sunday at 3 and 7:30. For tickets and information call 338-9393.

STONED WITH THE STONES

An extra 5 p.m. show is now scheduled for the Rolling Stones at the Boston Garden on Saturday, November 29. Seats for the 5 p.m. show are now on sale at the Garden Box Office. The Box Office is open daily from 10 a.m.-8 p.m. and from noon to 8 p.m. Sundays. Mail orders should be addressed to the Boston Garden and must include a stamped, self-addressed envelope.

The "Stones", according to Producer Frank Connelly, are bigger at the Box Office than were the Beatles.

The 5 p.m. "Stones" Concert will in addition to the "Stones" include B.B. King and Terry Reid.

HOLD YOUR BREATH

William Goyen's charming new play, "House of Breath, Black/White" is the current production by the Trinity Square Repertory Company.

Goyen, who has been in residence for several weeks in Providence working on the play with director Adrian Hall and the Trinity acting company, says the play is partially autobiographical.

The playwright takes an emotional look at the troubled lives of a rural Texas family during the depth of the Great Depression. Goyen's play recalls the bitter leave-takings and homecomings of a family bereft of their frontier heritage and left with little to hold their adventurous sons and daughters.

Performances are 8 p.m. Monday through Thursday and 8:30 p.m. Friday and Saturday, with 2:30 p.m. matinees scheduled now Nov. 12, 22, 26 and Dec. 6. Tickets are available at the Trinity ticket, Room A, The Arcade Buildnig, Weybosset

St., downtown Providence, R.I. Phone 351-4242. Student tickets are available for all performances at $2.50 with reservations and substantial discounts are offered for group theatre parties.

Adrian Hall directs Mr. Goyen's new play, which continues through Dec. 6 at the intimate 320-seat Trinity Square Playhouse, Broad and Bridgham Streets in Providence.

Some unique staging is called for by the script. Several roles are played by two actors—one white, one black, but playwright Goyen says the script is not one of racial confrontation.

"I've tried to look at the problems that weld and sunder every family, regardless of race," he said. "Every generation has its communication and sensitivity gap between the young and the old, which we too often tend to blame on economics."

"In the Depression years we blamed it on too little money, and today we blame the same problem on too much. It goes much deeper than that—it's the basic problem of trust and human love that exists for all of us humans, but is most destructive and painfully apparent in the family."

THE PARADISE LIMITED

A rarely seen, but often praised work by Gilbert and Sullivan will be done by the M.I.T. Gilbert and Sullivan Society from November 20 through 22.

Utopia, Limited, first performed on October 7, 1893, tells of a glamorous South Sea Island peopled by the lazy and exotic subjects of King Paramount and its reform into a Utopia with England as a model.

London critics called the score "Sullivan at his brightest" and said "a more complete success has never been achieved in comic opera."

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Summer Traineeships

Undergraduates, who will be juniors, seniors or beginning graduate students by the Summer of 1970 are invited to apply before Jan. 15, 1970, for Pre-Professional Traineeships at The Devereux Schools, a group of residential multidisciplinary treatment, remedial education and rehabilitation centers.

Some consideration may also be given to freshmen and sophomores, as space permits. Summer traineeships for appointment as a research Aide, Professional Aide, Resident Camp Counselor and Day Camp Counselor/Tutor are available at the Pa. branch in suburban Phila. A few traineeships may also be available at other Devereaux branches and camps located in: North Anson, Maine, Santa Barbara, California, Hot Sprngs, Arkansas, Victoria, Texas, and in Rutland Massachusetts. Acceptances will be announced on or before Feb. 15, 1970.

Tax exempt training stipends of up to $200 per month for a 2-3 month period are offered to qualified applicants who are U.S. citizens and unmarried. Room and board is available without charge and the trainees can count on the entiree amount of the tax exempt stipend (from $375-$600) with no deductions. The traineeships are supported, in part, by a grant from the U.S. Rehabilitation Services Administration and are designed to provide an orientation to career opportunities for work with the mentally retarded and the emotion-psychological services, in the mental health disciplines and in related research.

Further information on the Summer Pre-Professional Traineeships and application blanks are available from Dr. Henry Platt, Director, The Devereaux Foundation Institute for Research and ally disturbed in special education and vocational rehabilitation, in Training, Devon, Pa. 19333. Tel: 215 MU8-2600.

Hitching Post

Evie Katz '71, engaged to Garry Gleckel, WPI '71.

Sharon Deitz '71, pinned to Stanley Zerden, B.U. '71.

Liz Edinberg '71, engaged to Cliff Levine, Lowell Tech '70.

Betty Rudnick '73, engaged to Sam Novick, Bentley '71.

Helaine Klein '71, engaged to Robert Csillag, Harvard '71.

Sue Cupello '71, engaged to Jim Lundell, Navy.

Nancy Russell '71, engaged to Don LeBlanc, Lowell Tech, '71.

Norma Green, '71, engaged to Jim Sokolowsky, Northeastern, '71.

Susan McNabb, '70, engaged to George Parker, BU Med., '72.

S.D.S. Speaks

(Continued from Page 2)

The same type of classification goes on in the Lesley kitchen. There are two kinds of people who work there; some for Seiler's and the others (all students) work for Lesley. Seiler's starting pay for most people is 1.70/hour — which is no bargain. But what happens to the people working for Lesley on scholarships is a lot worse. They all get paid about 1.60/hour. Oddly enough they do the **same exact work** as the regular workers and also rotate on washing dishes and cleaning tables. They must work 39 hours every two weeks and if they do not put in the required time — a bill is sent at the end of the year to pay for time not spent in the kitchen. Lesley and Seiler's both win with this deal. Lesley gets away with paying low wages for needed help and Seiler's gets away with not hiring their own people at the regular wage. Even if the scholarship girls were paid the same — it still would not be the wage worth the work done. But it could be something to work toward. Of course Lesley will plead "no money" — but you can bet they would be able to shell out for anything that would improve their image or impress the people at the top. It is time that we discontinue Lesley's policy of ignoring the issue for pay.

As with the Moratorium, discussion is a necessary part of the battle. The result, i.e. more pay, can not be viewed by either those who benefit or those who give up a little of their profit. Concrete action must be taken. Make a demand and stand!

Members of Lesley S.D.S.

Commuter News

The Commuter's Club has grown due to the large number of freshmen. Because of our expansion we feel that we can make the club into a working part of Lesley.

We are currently working on our annual Christmas Party, which will be a success. Also, some thought has been given to a spring project.

Many commuters are concerned with parking problems, but we hope, in the near future, that this problem will be resolved.

We hope that this message will attract many of the commuters to come to the lounge to share their ideas with us.

CLASSIFIED ADS

It's good to see you back, Liza!

To Mark — Happy Thanksgiving. Love, the Lower 2/3's.

E. O. and E. B., drink to the beat of the music at College Grill?

If in need of extra spending money, contact Cathy Sears for babysitting service. Wendell Hall — 491-8152.

Greetings from Stubby and Itch.

27 - x equals 29. Right, Jim?

Bentley is alive and well, but we're still wishing Judy's blue Skylark a speedy recovery.

Lesley College extention courses — 1672 Mass. Ave.

Silent Majority — Cat got your tongue?

Legalize pot! Support the Moratorium! Legalize abortions!

End the war now! Legalize parietals at Lesley College??

Paul McCartney — spell it backwards for a secret message! !

Candy is dandy, but sex won't rot your teeth.

Peter, did you say firm as in Playtex or firm as in cow?

Read the Lantern — it cures the blahs!

Lesley now has classifieds, 20c a line. Contact Laura or Sara, Glennon Hall, 354-8637.

New Course Offering for Seniors

ED. 439 ADVANCED PRACTICUM IN CURRICULUM & PROCEDURES

(Limited to 6 seniors)

The Education Faculty is offering an opportunity for six senior students to serve as teaching fellows in the three Education Cores being offered during second semester, 1970.

These teaching fellows will enroll in a new course, ED. 439 ADVANCED PRACTICUM IN CURRICULUM & PROCEDURES IN ELEMENTARY EDUCATION and receive 4 credit hours for their participation. Below is the course description.

Each senior enrolled in this course will serve as members of a planning team consisting of two education faculty members and two senior teaching fellows. The senior will (I) share responsibility for planning curriculum and field experiences for underclass students, and (2) as seminar leader and consultant, work closely with underclass women. Especially recommended as preparation for team teaching and/or for leadership positions in education.

To find out more about this opportunity, contact Jane Bond, Sali Cohan, Mary Mindess, Lydia Tait, Avis Manno, or Jim Carter.

To be considered, put your request in writing and send to any one of the above faculty members before Tuesday, November 25.

The Lantern

Official student newspaper of Lesley College, 29 Everett Street, Cambridge, Massachusetts. Published every third week during the college year, exclusive of vacations and examination periods.

Printed by Antioch Publishing Company, 450 Broadway Extention, South Boston, Massachusetts. Subscription rate by mail: $4.50 a year. Advertising rates on request.

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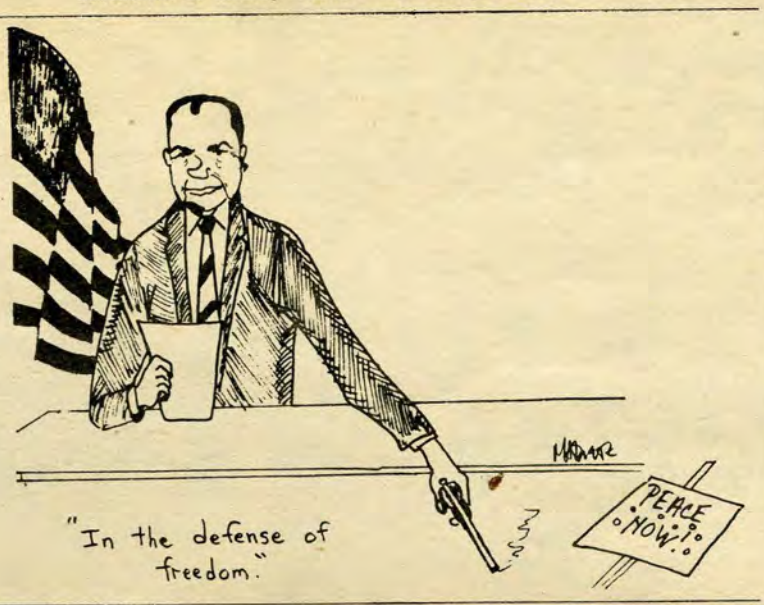

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